2021-2023 Grow Your Own Grant Program, Cycle 4

Competitive Grant Application: Due 11:59 p.m. CT, November 5, 2020

Texas Education Agency

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: G.A.A., Article III, Rider 41, 86th Texas Legislature

Grant period: From **02/01/2021** to **06/30/2023** **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of the required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization: Palestine ISD

Campus name: Palestine High School CDN: 001907 Vendor ID: 1756002185 ESC: 7 DUNS: 095444048

Address: 1007 E. Park Avenue City: Palestine ZIP: 75801 Phone: 903-731-8000

Primary Contact: Chris Kiser Email: ckiser@palestineschools.org Phone: 903-513-9039

Secondary Contact: Suzanne Eiben Email: seiben@palestineschools.org Phone: 903-731-8000

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☐ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-Specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name: Jason Marshall Title: Superintendent Email: jmarshall@palestineschools.org

Phone: 903-731-8001 Signature: Jason Marshall Date: 11/1/2020

Grant Writer Name: Chris Kiser Signature: Chris Kiser Date: 11/1/2020

◉ Grant writer **is** an employee of the applicant organization. ○ Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The district has an increasing need for teachers that mirror the demographics for our students. Presently there is a deficiency in Hispanic teachers 12.6% to students 41.2% and AA teachers 10.1% to student 26.6	Through an Intentional recruitment and selection process a rubric will be used to verify and align areas of interest and demographics to meet the needs of the district. PISD will create a pipeline for current paraprofessionals, long term substitutes, students, and alumni to satisfy our own teaching needs.
The teacher turnover rate is above 29% annually which is significantly higher than the state average of 16%. Need: Improve retention rates by recruiting successful aides, substitutes, and current students.	Transition instructional aides currently employed by PISD to certified teacher roles. (1) Implement a recruitment process to enroll highly skilled paraprofessionals/students/alumni who are Palestine residents into our Grow Your Own Pathway. (2) Partner with SFA to provide degree/certification
PISD identified the need to create, implement, and grow our Education and Training Pathway for students. The pathway will show a blueprint for those pursuing a career in education.	In order to grow our Education and Training Program, PISD will (1) Partner with SFA (2) recruit, select, support highly qualified teachers (3) recruit/support students (4) evaluate and modify the program to ensure continuous improvement (5) plan for sustainability after the grant ends.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

1. Address teacher shortages and increase retention rates. PISD will select 9 staff members to participate in the program in February, 2021. ! staff member for Pathway 1 and 7 members for Pathway 2.
2. In hopes of increasing the diversity of staff to more accurately reflect student demographics, PISD will place an emphasis on minority teachers for participation of the grant-4 Hispanic, 3 African American, and 1 White.
3. PISD will develop/elevate the perception of the teaching profession by implementing dual credit education courses, partnering with SFA, and by having master level teachers guiding students in the Education and Training Pathway.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The first quarter benchmark is to recruit and select 9 highly qualified candidates to participate in Pathway 1 (1) and Pathway 2 (8). This will be addressed by using the following performance measures:

1. Placement of Dual Credit Education and Training teachers on the JH and HS campuses to ensure expansion/building bridge of the Education and Training Program from one campus to the next.
2. Demographics of teacher participants in relation to the demographics of students to ensure accurate reflection.
3. Number of both teachers and paraprofessionals accepted into the GYO Program. All participants will sign a MOU to indicate commitment to the district.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

PISD will identify and recruit students to enroll in the Education and Training Pathway. The schedule will include dual credit classes, students must take TSI test as a prerequisite to entering the Education and Training Pathway. This benchmark will be assessed using the following performance measures: Pathway 1 (1)-Partner with SFA to develop/implement dual credit classes (2) Teachers work with HS students to complete coursework on a weekly basis (3) SFA faculty will make 2 site visits to work with GYO candidates (4) Teacher candidates successfully complete a total of 16 hours toward bachelor degree. Pathway 2-PISD mentor teachers identified (2) Mentors work with GYO teacher candidates on a weekly basis (3) Teacher candidate successfully complete a total of 18 hours by May 2022 (4) Candidates enroll in 12 hours (5) SFA faculty complete 2 site visits

Third-Quarter Benchmark

The third quarter benchmark is to assess the progress made throughout the semester in both the Education and Training cluster as well as with teacher and paraprofessional candidates using the following measures:
1. Attendance and grades from coursework completed by teacher/paraprofessional participants to ensure all candidates are on track to complete graduation within the Grow Your Own window.
2. Number of students who participated in one semester of the Education and Training Program who have enrolled in the second semester or plan to enroll as education majors.
3. Education Prep Instructor will have completed a minimum of 21 hours
4. Teacher candidates complete 27 hours an additional 27 hours towards Bachelor degree by May, 2022.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

PISD has partnered with Stephen F. Austin University to implement a successful Grow Your Own Program for students and staff alike. As a result of the program we have 50 high school students and 12 instructional aides earning credentials to teach for PISD. A strategic Planning Team will be formed for each GYO pathway to analyze data and feedback to make continuous improvements to the projects.
Project Evaluation Data: Under the direction of the Assistant Superintendent for Curriculum and Instruction, a Strategic planning Team comprised of district and SFA educators will be formed for each GYO pathways. Each planning team will develop a blueprint for outlining quarterly SMART goals. Each blueprint includes all TEA mandatory performance measures to generate reliable data on the effectiveness of the GYO pathways.
Necessary Adjustments to Plan: The Assistant Superintendent will guide the Strategic Planning Team in utilizing site- based decision making processes to monitor the implementation of the project each quarter. Student level data will be monitored for each teacher candidate to include: completion of college credits, attendance, and grades. The Strategic Planning Team will use the data and feedback to adjust activities and associated benchmarks to meet performance outcomes at the end of each quarter and Summative SMART goal by the end of the grant period.
Communication: using data and feedback to evaluate each GYO project will ensure continuous improvement to meet the personal goals of the teacher candidates and the academic goals of the district. The Strategic Planning Teams will meet four times during the grant period. Each team will maintain and publish official minutes that include quarterly progress toward meeting SMART Goals and performance measures. Reports and performance data will be reported to the Superintendent, Education Improvement Committees, PISD Board of Trustees, and the SFA College of Education. Summative reports will be used to develop blueprints for future Grow Your Own Projects.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

ALL PATHWAYS:

☒ 1. Participants and candidates must commit with a MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

☒ 2. LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.

☒ 3. The applicant must submit quarterly reports on progress towards SMART goals and performance measures to TEA.

☒ 4. All grant-funded participants/candidates must be identified and submitted to TEA by May 14, 2021.

☒ 5. The applicant must file budget amendments within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

☒ 6. The applicant must file budget amendments within 7 days of a request from TEA.

☒ 7. Applicants pre-selected for an award agree to amend number of candidates as requested by TEA on the basis of necessity and historical data as determined by TEA.

PATHWAY 1:

☒ 1. The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2021-2022, and at least both stated courses in 2022-2023, with the teachers receiving the stipend as teachers of record for both or either courses.

☒ 2. Any participant receiving the $10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2022-2023 within the Education and Training course sequence.

☒ 3. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.

☒ 4. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 28-30, 2021, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

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8. Statutory/Program Assurances Cont'd

PATHWAY 1 (Cont'd):

☒ 5. Each participant receiving a grant stipend must pilot the Education and Training curriculum if they are currently using a high-quality Education and Training curriculum. Participants may be asked to participate in focus groups and surveys to give input on the Education and Training Curriculum.

☒ 6. Each participant receiving a grant stipend must submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication, following TEA guidelines for submission.

☒ 7. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

PATHWAY 2:

☒ 1. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.

☒ 2. The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warned EPP that will partner with the LEA(s) to award teacher certifications to participants. The letter of commitment or MOU will be presented to TEA for approval after the preliminary selection of grant awardees and no later than May 14, 2021.

☒ 3. All Pathway 2(a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.

☒ 4. Pathway 2(b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within two (2) years and serve as a teacher of record in the LEA by the 2023-2024 school year.

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Program Requirements

1. Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. The plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state, and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

Palestine ISD has started our local Grow Your Own Program. We have many paraprofessionals that started college but had to suspend the college dream because of many different life situations. PISD held several meetings over the past year to create our version of the TEA Grow Your Own Plan. The PISD GYO program will basically be a feeder program for the TEA GYO program. It is our goal to get our paras 60-70 college hours then transition candidates to the TEA program. We currently have 15 Instructional paraprofessionals taking college classes at Palestine High School. They have been allowed to leave work to attend classes and return to their instructional assignment when the class is finished. The plan has been great so far as all candidates are passing their classes and have already enrolled for classes next semester. The district currently pays for books, tuition, and all fees associated with each class. The district will also support TEA Grow Your Own candidates if they do not have enough money to complete a Bachelor degree and teaching certification. The Board of Trustees realize the importance of the Grow Your Own Program as they understand the shortage of teachers across the State of Texas. The Board of Trustees has been involved in our Grow Your Own Program and has provide financial resources to sustain the program.

Action Step: The District has already created a local Grow Your Own program. We have 15 Insturctional Aides in the program and working towards a degree and teaching certification. We allow instructional aides to take classes on the HS campus, pay for tuition,, books, and fees.

TEA Grow Your Own Grant-We have a list of candidate names who meet the 75 -college hour requirement. We have informed employees of the district that we are applying for the grant and will send out notification if we are awarded the grant. We have established guidelines for the number of hours each candidate will take each semester , established mentors (PISD and SFA) for each candidate, allotted time out of the day for candidates to take classes on the HS campus, and have established group study time for the candidates.

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Program Requirements (Cont.)

2. Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research based best practices in equitable recruitment and the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable), and strong relationships with students (if applicable). The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

Palestine ISD has created a partnership with Stephen F. Austin University to implement the Grow Your Own Pathway. The Strategic Planning Team has designed a process to recruit, select, and support instructional aides, paraprofessionals, and long-term substitutes in earning a Bachelor of Science in Multidisciplinary Studies with EC-6 certification and Bilingual, ESL, or Special Education certification.

Expanding Diversity of PISD Teachers: Grow Your Own recruitment processes have been designed to ensure diversity of the teacher mirrors the demographics of the students. The demographics are as follows: Hispanic staff is 12.6% while Hispanic students=41%, AA staff=10.1% while AA students=12.6%. There is a clear need for the recruitment of Hispanic and African American teachers. We go to several places each year to recruit Hispanic and AA staff but often come home empty handed. This tells us that we must recruit within our own walls and within the community.

Recruitment of Teacher Candidates: Under the guidance of the Assistant Superintendent, the Strategic Planning Team met to discuss the qualities instructional aides should possess to help lower level campuses recruit high quality teacher candidates. Based on discussions, the team identifies attributes as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the Evaluation System used each year by campus administration to evaluate paraprofessional employees. The evaluation measures content knowledge in reading, writing, annd math, as well as the individuals ability instruct economically disadvantaged students. The team determined PISD campus administration will nominate aides for participation in the GYO program based on scores form the annual evaluation. Nominated instructional aides will be invited to attend an informal meeting to learn about the GYO Pathway 2 Project. After the meeting candidates interested in applying to the teacher education program will be asked to complete an application packet that includes a resume, teaching assignment, and two recommendation letters from current supervisors, 20 candidates will be selected for the interview process based on the evaluation and application. Each applicant will be interviewed by the Strategic Planning Committee to determine the candidates motivation and commitment to pursuing a teaching career, participation in school activities, and growth mindset. The committee will rate each perspective candidate and the 9 candidates scoring the highest on the three appraisal tools (evaluation, application, and interview) will be selected to participate in the GYO Program. PISD and SFA has a long-standing partnership, SFA will provide face to face coaching sessions to support candidates along with remote/virtual support.

Memorandum of Understanding: PISD and SFA drafted a GYO Memorandum of Understanding which protects the interests of all parties involved. As conditions of receiving scholarship funds, the MOU requires the candidates to teach 4 years for PISD after earning a teaching degree and certification.

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Program Requirements (Cont.)

3. Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

PISD will target the following certification fields to satisfy district needs/shortages. Bachelor of Science in Multidisciplinary Studies with Elementary EC-6 Certification and Bilingual, ESL, or Special Education. We must develop a diverse group of teachers in the areas mentioned as these are the areas we can't seem to hire year after year.
Recruitment of the Teacher Candidates: Under the guidance of the Assistant Superintendent, the Strategic Planning Team met to discuss the qualities instructional aides should possess to help elementary campuses recruit high quality teacher candidates. Based on discussions, the team identifies attributes as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the Evaluation System used each year by campus administration to evaluate paraprofessional employees. The evaluation measures content knowledge in reading, writing, and math, as well as the ability to effectively instruct economically disadvantaged students.
The selection of candidates using our evaluation system will make the process fair and equitable for everyone. We have determined our priority to be Hispanic and African Americanto better reflect the diversity of our students. The Strategic Planning Team will screen to consider evidence for each candidate leadership capacity based on five standards: 1. Measurable achievement-review of data such as grades, TSI, SAT/ACT and essay
2. Recommendations-A review of educator is conducted to determine behavior and academic strengths 3. Leadership-Participation in school/community events, relationship with students/peers4. Growth mindset-review application/Letter of Interest to determine goals/achievements 5. Diversity-mirror student demographics

4. Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

Support processes: PISD will provide support to teachers through open and ongoing communication, providing regular opportunities for feedback, evaluation, and modification processes. Examples of support include:
1. All candidates will have Campus and District Administrators as mentors. The mentors will have weekly meetings with candidates to discuss what took place during the current week and review plans for the following week.
2. All candidates will be scheduled to work a half day in the classroom on Friday and a half day for meeting with mentors and cohort group.
3. Mentors will review college coursework and provide tutoring opportunities when needed.
4. The cohort group will meet twice each month to discuss progress/lack of progress in the coursework. It is our plan to have candidates take classes together so they can be a support for each other. Our College and Career Counselor is scheduling the classes for all candidates.
5. We have allowed flexible schedules so candidates will be able to attend college classes during the school day. We believe this will allow each candidate the opportunity to fulfill the Grow Your Own Timeline.
6. PISD will pay for the remainder continue to help with tuition once the grant stipend is exhausted. The candidates must remain in good standing with grades, classroom performance, community engagement, and relationships with staff and students alike.
7. Each candidate will complete surveys three times each semester to inquire about specific areas of need and support.

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Program Requirements (Cont'd)

5. Describe the MOU in which the participants/candidates commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

PISD has a memorandum of Understanding in place for the Grow Your Own Program. The MOU is very specific on requirements for those receiving the grant stipend. The conditions are as follows:
Upon graduation and completion of teacher certification, the candidate must commit to working for Palestine ISD for a minimum of 4 years in a full-time teaching role, provided the district has teaching positions available. The candidate must have satisfactory evaluations from campus/district administration.

All candidates for the Grow Your Own stipend will have a signed copy of the MOU. They understand the conditions stated and all agreed to sign if they are selected for the Grow Your Own Grant.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit		x $5,500=	
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit		x $11,000=	11000
Number of high schools **with** existing Education and Training courses in 2020-2021		x $8,000=	
Number of high schools **without** existing Education and Training courses in 2020-2021		x $10,000=	
Number of high schools offering **dual credit** Education and Training courses in 2021-2023	1	x $10,000=	10000

Total Request for Pathway 1: 21000

PATHWAY TWO

☒ Check this box if you are applying for Pathways 1 and 2

Number of Pathway 2(a) candidates pursuing a teacher certification only		x $8,000=	
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	7	x $19,000=	133000

Total Request for Pathways 1 and 2: 154000

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CDN 001907 Vendor ID 1756002185 Amendment #

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Stipend for Master's Dual Credit Teacher	10000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Tuition payment to IHE for Pathway 2 participants (18,000x7)	126000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Education and Training course implementation (supplies, material, curricula, etc.)	7000
12.	Supplies and materials associated with recruitment, selection, and support of candidates	2000
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.	CTSO (TAFE) costs associated with establishing membership and event participation	3000
19.	Travel (lodging, transportation, and meals) for Teacher Institute in June 2021	3000
20.	Dual credit classes	3000

Direct and indirect administrative costs:	0
TOTAL GRANT AWARD REQUESTED:	154000

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment

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